

Index

(Page numbers in *italics* indicate material in tables or figures.)

- Achievement tests, intelligence and, 28
- Adult compensated dyslexics, 144, 147-54, 155-59
- Alphabet, 87, 92
- Alphabetic Phonics* (program), 52, 53
- Alphabetic reading skills, intervention to improve dyslexic children's, 195-96
- Alverman, D., 68
- Angling for Words*, 53
- Audio-psycho-phonology training for dyslexics, 26
- Auditory ability factor (Pimsleur), 105
- Auditory discrimination, teaching about sounds and, 46
- Auditory Discrimination in Depth (ADD) program, 197-99; effectiveness in improving phonological awareness, 202
- Auditory information, ability to take in, 58
- Auditory learning channel, 45-48
- Auditory processing, language stimulation and, 58
- Auditory segmenting: primary abilities in, 68; reading and, 59-60
- Babbling, stimulating, 56
- Badian, N. A., 57
- Basal readers, 89, 91
- Benton, A. L., 240
- Bien, E., 58-59
- Books, exposure to, 68. *See also* Language stimulation; Reading exposure
- Bounded rationality concept, 33-34
- Brain cells, importance of links between, 57
- Broman, S., 58-59
- Brown, A. L., 34, 70
- Butterworth, B., 146
- California State Department of Education, support of whole language approach by, 83, 92
- Campbell, R., 146
- Card decks used in Orton-Gillingham programs, 42
- Carey, N. B., 35-36
- Carroll, J., 100, 104
- The Carroll School, 53
- Catts, H. W., 59, 75
- Chandrasekaran, B., 18-19
- Childs, Sally, 50, 53
- Chomsky, C., 68
- Christiansen, J., 13
- Clarke, K. A., 26-27
- Classifications, difficulty in grasping, 130
- Classroom: factors interfering with students' reception of language in, 67; listening/speaking atmosphere in, 68
- Cognition: difficulty in establishing connections between motor performance and, 58; dual coding theory for, 249; imagery and, 248-51
- Cognitive rigidity, 121
- Cognitive strategies in education, 34
- Cole, Edwin, 52-53
- Collaborative IEP planning model, 11, 12
- Collaborative language intervention: bottom up process for developing, 8; collaboration and, 6-7; Deming management method and, 5-6; IEP planning and, 10-13; implementation models for, 8, 10-14; intervention options and, 14; management decisions and, 7; multicultural issues and, 14; strategy training for, 14-20
- Colorado Family Reading Study Sample, 145-46
- Comprehension and written output, instruction to increase, 135-37
- Computers, 31
- Computer speech feedback, 33
- Computer technology as mediated learning, 33
- Context cues to word meaning, 86-87, 91
- Crowder, R. G., 34
- Cummings, R. L., 26-27

- Damico, J. S., 14
- Deaf and hearing impaired children,
reading performance among, 58
- DECTalk computer system, 32
- Deffner, N. D., 122
- DeFries, J. C., 146
- de Hirsch, K., 58
- Deloache, J. S., 34
- Deming management method, 5-6
- Deming, W. Edwards, 5, 6, 7
- Developmental dyslexia: alphabetic reading skills and, 194; audio-psychophonology training and, 26-27; causes of, 194; covariance theory and, 30; definition of, 23-24; early identification of, 163-75; eye movements and, 25; issues in, 28-30; microcomputers and, 31; modality concept and, 25; unwarranted neurologizing and, 25-27; word identification skills and, 194. *See also* Dyslexia
- Digit span from Wechsler Intelligence Scale for Children, 45-46
- Disabled readers. *See* Dyslexics; Poor readers
- Donaldson, R., 13
- Dual coding theory, 249, 253, 255, 259
- Durkin, D., 60
- Dyslexia: ability to compensate for, 160; adult outcomes of, 144; nature and causes of, 217, 218, 222; noncorrespondence between severity of successive symptoms of, 218; oral language difficulties and, 164; paradigms for, 4-5; part of a broader condition, 217; verbal deficit theory of, 222. *See also* Developmental dyslexia
- Dyslexia early identification study: discussion of, 172-75; methods used in, 165-68; results of, 168-72
- Dyslexic children, delayed expressive syntax development and, 216
- Dyslexics. *See* Adult compensated dyslexics
- Ehri, L., 122, 179-80
- Eimas, P. D., 57-58
- Elston, R. C., 146
- Environment: infant involvement in language rich, 56; intellectual and academic attainment and, 57
- Errors, comfort in knowing the reasons for, 47
- Felton, R., 144-45, 160
- Finger Localization Test (Benton), 240
- First-born children, language development of, 56
- Foreign language aptitude, 100-102, 104
- Foreign language classes, Orton-Gillingham approach and, 107-108, 112-13. *See also* Spanish
- Foreign language learning problems, 98; intelligence and affective variables and, 99; learning strategies and styles and, 99-100
- Friel, J., 58
- Ganschow, L., 102-103
- Gardner, H., 35
- Gender differences: adult compensated dyslexics and, 160-61; in language acquisition, 58-59, 61
- Geschwind, N., 27
- Gestalt imagery, 247-48; causes of disorder of, 252-53; helping individuals develop, 254-56, 257-59; symptoms of weakness in, 251-52
- Gillingham, Anna, 49, 50
- Gillingham manuals, 53
- Goodman, K., 84, 93
- Good readers, phonological sensitivity to nuances of spoken language and, 238, 242
- Goswami, U., 180
- Gow, Peter, 51
- Gow School, 51
- Graceland College, 257
- Greene, V., 52
- Handwriting, improving cursive, 137
- Heath, S. B., 69
- Herman, P. A., 70-71
- Hulme, C., 194
- IBM Writing to Read Program, 30
- Imagery, reading process and, 250. *See also* Gestalt imagery
- Instrumental enrichment concept, 36
- Intelligence: achievement tests and, 28; foreign language learning and, 99
- Intelligences, pluralistic perspective on, 35

- Intelligence tests, irrelevance to dyslexia of verbal cognitive tasks in standard, 242
- Intervention, 120; collaborative language, 5-14; traditional language, 4
- Jarrett, O., 67
- Johnson, D. D., 72
- Kamhi, A. G., 59, 75
- Kershner, J., 26-27
- Kindergarten language skills as predictive of reading ability, 120
- Kinesthetic-tactile learning channel, 48-49
- King, Diana H., xi-xiv
- Kokesh, Shirley, ix-xi
- Kuczaj, S. A., 63
- Kuhn, T. S., 5
- Language for thought, 43
- Language Aptitude Battery (LAB), 101
- Language comprehension, 246; treatment to develop, 256
- Language Comprehension Disorder as a sensory weakness, creating a gestalt and, 247
- Language development: importance of language stimulation at home on, 57; reading exposure and, 69
- Language-impaired and reading-impaired as sub-groups of learning-disabled population, 59
- Language intervention, traditional, 4. *See also* Collaborative language intervention
- Language learning: links between native and foreign, 104-106; Orton-Gillingham method and foreign, 106-112
- Language (semantic-syntactic) impairments in preschool children, 164
- Language stimulation, 56-57, 58, 67; by exposure to books, 68
- The Language Tool Kit* (Rome and Osman), 51
- Learned helplessness of poor readers, 121
- Learner as an active information processor, 35
- Learning: active, 120-21; new learning linked to earlier, 42
- Learning channels, 43; auditory, 45-48; kinesthetic-tactile, 48-49; visual, 44-45
- Learning disability: children with non-verbal, 131-33; intervention to treat nonverbal, 133-37, 137-39; involving the processing of non-verbal information, 129; lexical code for spelling and, 190; paradigms for, 4-5
- The learning group, 35-36
- Learning problems, outlook for children with early, 126
- Learning to read: without formal instruction, 88, 92; oral language development and, 86, 92. *See also* Orton-Gillingham approach; Whole language approach to teaching reading
- Lenneberg, E., 57
- Leonard, L., 61
- Leong, C. K., 29, 30
- Letters of the alphabet, beginning reading and, 87, 92
- Letwiter, F. I., 146
- Levin, J. R., 74
- Lexical access, phonetic recoding in, 167-68
- Lexical code for spelling, LD children and, 190
- Lexical decisions regarding phonologically similar vs. phonologically dissimilar pairs, 182
- Lexical processing, 70
- Lindamood Auditory Conceptualization (LAC) test, 197, 199, 202
- Lindamoor, C. H., 197
- Lindamood, P. C., 197
- Linguistic awareness, 123
- Linguistic coding deficit hypothesis, 98, 102-104
- Linguistic profiles study of children: conclusions from, 241-43; methods used in, 224-28, 235; purpose of, 223-24; results of, 228-35, 237-41
- Listeners, poor, 252
- Listening training program (LTP) (Tomatis), 26
- Literacy, the "natural" way to, 86, 91-92
- Loban, W., 15
- McCullough, L., 6
- McDaniel, M. A., 75
- Magnusson, E., 173

- Marsh, G., 179
- Martin, John Henry, 31
- Massachusetts General Hospital, 52, 53
- Mattis, Steven, 24
- Meaning, nature of, 259
- Memory: imaging and, 249; phonetic coding in, 168
- Memory development: promoting long-term, 74-75; promoting short-term, 73-74; short- and long-term, 64-66
- Menyuk, P., 58
- Metacognitive training for reading-disabled students, 121
- Metalinguistic ability, 15
- Modern Language Aptitude Test (MLAT), 100
- Money, John, 23-24
- Monroe, Marian, 51
- Multisensory, structured language approach to teach foreign languages to students with dyslexia/learning disabilities, 97, 106, 108-112
- Multisensory teaching, 41-42
- Nagy, W. E., 70-71
- Naucier, K., 173
- Neurological processing difficulties, 57-59
- Nonverbal information: inattention to and misinterpretation of (in social interactions), 131; learning disabilities involving processing of, 129
- Nonverbal learning disabilities, 129, 131-39
- Nonwords, use of orthographic knowledge to spell, 179-80
- Northwestern Syntax Screening Test (NSST), 210
- Nye, C., 14
- Oral language, comprehension and expression weaknesses in, 251-52
- Oral language problems of children who become disabled readers, 208
- Oral reading speed, adult compensated dyslexics and, 160
- Orthographic code development: method used in investigation of, 183-85; in normal vs. reading-disabled children, 188; results of investigation of, 185-87. *See also* Spelling
- Orthographic facilitation, reading level and, 188
- Orthographic information and knowledge: ability to store and use, 180; rhyme detection task and, 184-87; tasks used to examine development of, 181. *See also* Spelling
- Orton Award for 1990 to Diana H. King: presentation by Shirley Kokesh, ix-xi; response by Diana H. King, xi-xiv
- Orton-Gillingham approach, 41-42; argument for, 43; exemplary programs using, 49-53; foreign language learning and, 106-113
- Orton, June, 51
- Orton, Samuel, 49
- Osman, J. S., 51
- Overlearning, 48
- Paired Associates Test (Vellutino), 227-28, 240-41
- Paivio, A., 249-50, 253, 255, 259
- Palinscar, A. S., 70
- PALS computer system, 31-32
- Paradigm (defined), 5
- Pearson, P. D., 72
- Pehrsson, R. S., 71
- Perception, deficits in, 129
- Phillips, V., 6
- Phonetic recoding in lexical access, 167-68
- Phonic awareness, picture mnemonics to develop, 122
- Phonics: children who cannot learn, 87, 91; unpredictability of English spelling and, 85-86, 92; word recognition and intensive teaching of, 88, 92
- Phonological abilities and skills, 122; enhancing, 67-68; reading ability and, 105
- Phonological awareness, 167; assessment of skills in, 197; defined, 196; early prediction of reading development and measures of, 173; effectiveness of Auditory Discrimination in Depth (ADD) program in improving, 202; limitations of study of training in, 203-204; measures of, 222; methods used in study of training in, 196-99; results of study of training in, 199-202

- Phonological decoding approach vs. whole word reading approach for dyslexic children, 195
- Phonological development: encouraging (in the classroom), 67; experiences with language and, 56-57; reading and, 56-59
- Phonological differences, prediction of future reading achievement and, 208-209
- Phonological processing, treatment to develop, 256
- Phonological processing abilities, 195; early reading development and, 165, 173
- Phonological recoding, genetics and, 222
- Piaget, J., 249
- Pimsleur, P., 101, 105
- Pohlman, J., 102
- Pointing to words, 123
- Poor readers: characteristic that distinguishes from good readers, 57; cognitive development and, 34; learned helplessness of, 121; microcomputers for individualizing instruction of, 35; training of, 32; verbal efficiency and, 34
- Preschool speech-language impairments, reading disabilities and, 165, 175. *See also* Developmental dyslexia, early identification of
- Pressley, M., 74, 75
- Principles of the Alphabet Literacy System (PALS)* (computer program), 31
- Project Read*, 52
- Quay, L., 67
- Rationality, principle of collective, 36
- Readiness skills to predict reading abilities, 215
- Reading: auditory segmenting and, 59-60; automaticity and, 66; phonological development and, 56-59; semantic abilities and, 62-64; syntactic development and, 60-62; verbal efficiency in, 29-30. *See also* Oral reading speed
- Reading ability: kindergarten language skills and, 120; prediction of, 173, 208-209, 215, 241
- Reading Assistance Tutorial Pack (R.A.T. Pack), 122-23, 124; testing of, 124-26
- Reading capability groups: differences between, 241; kindergarten linguistic tasks that predict membership in, 241; stability in linguistic profiles between kindergarten and grade 4, 242
- Reading comprehension: index of, 32; teaching phonics and, 85, 92
- Reading difficulty, lag in speech motor skills development and, 58-59
- Reading disability, phonological hypothesis about relationship between oral language and, 208. *See also* Developmental dyslexia; Dyslexia
- Reading exposure, 68; language development and, 69. *See also* Language stimulation
- Reading history questionnaire (RHQ), 148, 157
- Reading skills of ever-increasing difficulty, learning a hierarchy of, 88, 92
- Reading speed of nondyslexics, dyslexics, and adult compensated dyslexics, 159
- Retrieval problems, manifestations of, 48
- Retrieval strategies, 65
- Rhyme detection task, 181-82, 184-87, 190
- Robinson, H. A., 71
- Role plays, 138
- Rome, P. D., 51
- Ruddell, R., 61
- Rudegeair, F., 58
- Satz, P., 58
- Scarborough, H. S., 145, 159, 160
- Schemas, 63
- Scottish Rite Hospital (Dallas), 53
- Second language, learning strategies and styles and, 99-100. *See also* Foreign language entries; Spanish
- Secord, W. A., 7, 8, 10
- Segmenting skills, 60
- Seidenberg, M. S., 181-82
- Self-esteem and personal effectiveness, enhancing feelings of, 138-39
- Semantic abilities: promoting lexical and, 70-72; reading and, 62-64
- Semantic feature analysis, 72
- Semantic networking, 72

- Sentence comprehension: dyslexic children's deficits in, 216; evaluation of, 210
- Shaughnessy, P., 58-59
- Shaywitz, S. E., 160-61
- Shedd, C. L., 52
- Shedd, M., 52
- Shulman, L. S., 35-36
- Silliman, E. R., 17
- The Slingerland Program*, 53
- Snowling, M., 194
- Social cognition, improving, 137-38
- Social situations, nonverbal cues and messages in, 131, 138
- Socioeconomic status (SES), dyslexics and adult compensated dyslexics and, 159
- Sounds: association with motor cue, 47; discriminating between, 46; schwa, 50; vowel, 47; writing and use of, 50
- Spalding, R., 51
- Spanish, teaching phonology and syntax of, 108-112. *See also* Foreign language entries
- Sparks, R., 102, 103
- Spatial relationships, inability to revisualize, 130
- Specific Dyslexia Algorithm, 146
- Specific reading disabilities, distribution of, 28
- Speech, significant delays in acquisition of, 164
- Speech sounds, awareness of oral motor characteristics of, 198-99
- Spelling: lack of research in development of proficiency in, 178-79; orthographic analogy in, 179-81; phonics and the unpredictability of English, 85-86, 92. *See also* Orthographic entries
- Spelling Error Evaluation Program (SEEP), 149
- Spoken language, phonological sensitivity of good readers to nuances of, 238
- Stanovitch, K., 189
- Stark, R., 58
- Stillman, Bessie, 49, 50
- Strategic language use, 15
- Swanson, H. L., 17
- Syntactic development, promoting, 68-70
- Syntactic development and reading ability, 60-62; method used in study of, 209-211; results of study of, 211-17; variation in symptoms shown by dyslexics and, 218
- Tallal, P. 58
- Tanenhaus, M. K., 181-82
- Thorndike, Edward, 35
- Tomatis, A., 26
- Torgesen, J. K., 222
- Total Quality (TQ) Concept (Deming), 5; collaborative language intervention and, 7
- Twins and triplets, language development of, 56
- Vellutino, F. R., 221-22, 240-41
- Verbal deficit hypothesis, 57
- Verbal reasoning, instruction that develops, 134-35
- Visual imagery, deficits in, 129
- Visual learning channel, 44-45
- Vocabulary instruction, 70-71, 72-73
- Vogel, S., 62
- Vygotsky, L., 36
- Wagner, R. K., 122, 222
- Wait-time for responses, 67
- Walton, M., 5
- Watson, A., 120-21
- West, R., 189
- Whole language approach to teaching reading: debate over, 93; implications of study of teacher acceptance of, 92-93; results of study of teacher acceptance of, 91-92; study of teacher acceptance of tenets of, 84-91; support for, 83-84; teachers' responses to statements about, 90
- Whole word reading approach for dyslexic children, 195
- Wiig, E. H., 7, 8, 10, 15, 16, 18-19
- Wiig, K. M., 7, 8
- Wilce, L. S., 122
- Word processing, training for automaticity in, 31
- Words: beginning reading instruction and the length and complexity of, 87, 92; children's need to recognize individual, 85, 92; guessing the meaning of written, 86-87, 91;

- teaching children to recognize, 86, 91
- Workbooks and worksheets, 88-89, 92
- WRAT spelling test, adult compensated dyslexic performance on, 159
- Writing, the learning process and, 42
- Writing to Read* Program (IBM), 30
- Writing Road to Reading* (Spalding), 51, 52
- Written language, weakness in, 252